

The background is a collage of two images. The top-left portion shows a line of yellow school buses, with the front of one bus clearly visible, displaying the number 32 and the words 'SCHOOL BUS'. The bottom-right portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small desks and chairs arranged in the room.

# Superintendents Webcast

Nov. 15, 2022



Kentucky Department of  
**EDUCATION**

# Agenda

## Welcome

Jason E. Glass, Ed.D., Commissioner of Education and Chief Learner

## KDE Communications Updates

Toni Konz Tatman, KDE Chief Communications Officer, Office of the Commissioner

## Update on ARP ESSER Funding

Robin Kinney, KDE Associate Commissioner, Office of Finance and Operations

## Information About Lead Sampling Program

Gabriel Tanner, Division of Water, Kentucky Energy and Environment Cabinet

## Purpose in Action

Gretta Hylton, KDE Associate Commissioner, State Director of Special Education, Office of Special Education and Early Learning and Others

## Activity With Superintendents

Jason E. Glass, Ed.D., Commissioner of Education and Chief Learner and

Robb Smith

## Question and Answer Session

KDE Leadership

*(Submit Questions via Google Form)*

A collage of two images: the top left shows yellow school buses with 'SCHOOL BUS' written on them, and the bottom left shows a classroom with desks, chairs, and a blue wall decorated with balloons and framed pictures.

# KDE Communications Updates

Toni Konz Tatman

KDE Chief Communications Officer

Office of the Commissioner



Kentucky Department of  
**E D U C A T I O N**

# Kentucky United We Learn Council to Hold First Meeting

- KDE released the names of the 70 people who have been asked to serve on the new Kentucky United We Learn Council. Their first meeting will be Nov. 29-30 and will be livestreamed on the [KDE Media Portal](#).
- The council will support the three big ideas of United We Learn, the state's vision for the future of public education in Kentucky.
- We invite you to participate in the United We Learn KY journey, sharing examples of meaningful learning and engagement in your community and schools by using our hashtag **#UnitedWeLearnKY** and following **@UnitedWeLearnKY** on Twitter, Instagram and Facebook.



# Owensboro's Charlotte Buskill Receives Milken Award

- Charlotte Buskill, a 3rd-grade teacher at Newton Parrish Elementary School (Owensboro Independent), was celebrated on Nov. 10 as the latest Kentucky educator to receive the Milken Family Foundation National Educator Award.
- Buskill was presented with the award, which includes a \$25,000 unrestricted cash prize, in a surprise ceremony at her school that included students, faculty, and district and community leaders.
- The award was presented by Commissioner Jason E. Glass, Lt. Gov. Jacqueline Coleman and Milken Educator Awards Senior Vice President Jane Foley.





# Owensboro Innovation Academy representing Kentucky in 2022 National Christmas Tree display

- Owensboro Innovation Academy joins 57 other schools across the country in creating one-of-a-kind ornaments for the National Christmas Tree display on the Ellipse in President's Park in front of the White House.
- The ornaments will adorn 58 smaller trees that surround the National Christmas Tree, which represents each U.S. state, territory and the District of Columbia as part of the America Celebrates display.
- Dyana Newton, Owensboro innovation Academy English facilitator, said her graphic design students were used to displaying their artwork locally and were grateful for the chance to do so nationally.
- [Read more on Kentucky Teacher.](#)



# New accessible playground unveiled at KSB

- [A new accessible playground for students](#) was unveiled at the Kentucky School for the Blind (KSB) in Louisville on Nov. 10.
- The park was the idea of KSB 4th-grader Anthony Brettnacher, who was given the opportunity to work with the Make-A-Wish Foundation in 2018 after he was diagnosed with a brain tumor.
- The playground includes several features to make it more accessible for students at KSB.
- The COVID-19 pandemic caused delays with the construction and inflation caused further issues with financing, but crews were finally able to break ground in August.



# Nominations Open for 2024 Kentucky Teacher of the Year

- Nominations are now being accepted for the 2024 Kentucky Teacher Awards.
- Any full-time public school teacher in the state with at least three years of experience is eligible.
- Nominations may be submitted via [this Google Form](#).
- Teachers may be nominated by students, parents, teaching peers, principals, superintendents or anyone from the community who has an interest in honoring an outstanding educator.

2024 **KENTUCKY TEACHER OF THE YEAR**

***NOMINATE  
A TEACHER!***





# Nominations Open for KBE's 2022 Kevin C. Brown Award

- The Kentucky Board of Education is accepting nominations for [the 2022 Kevin C. Brown Strategic Priority Award](#).
- The award is named for Kevin C. Brown, who served the Kentucky Department of Education (KDE) in various roles from 2004 to 2018. Most recently, Brown served as the interim commissioner of education from December 2019 to September 2020.
- The 2022 award seeks to recognize a person, group, organization, district, school or postsecondary institution who, through policy and practice, makes it a top priority to champion United We Learn.



# KDE asked our School Superintendents:

*How did you know your COVID-19 recovery efforts were having an impact on students and families?*

The background of the slide is a composite image. The top left portion shows a line of yellow school buses, with the front of one bus clearly visible, displaying 'SCHOOL BUS' and the number '32'. The bottom left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several small white tables and chairs are arranged in the room.

# Update on ARP ESSER Funding

Robin Kinney

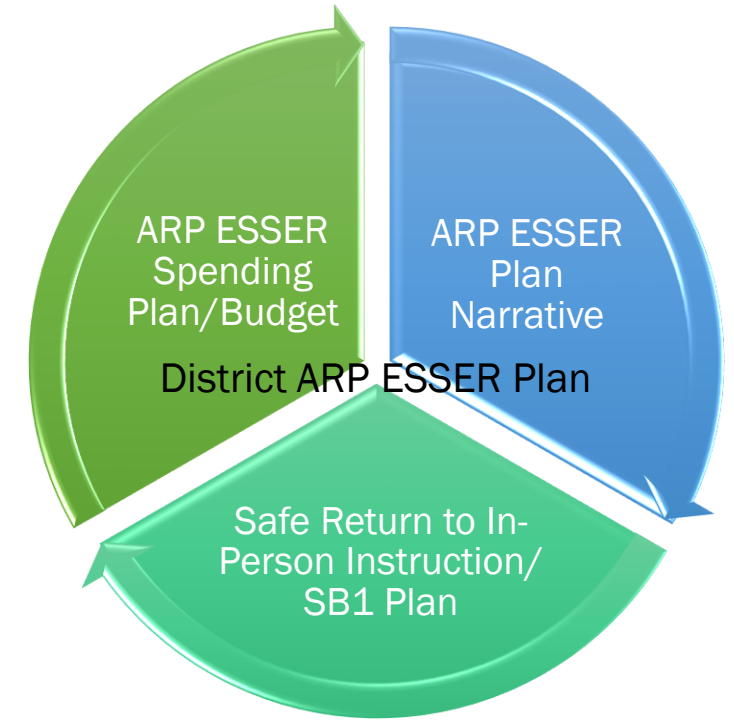
KDE Associate Commissioner  
Office of Finance and Operations

# District ESSER Updates

ARP ESSER Components  
CARES Late Liquidation

# Annual District ARP ESSER Plan Update

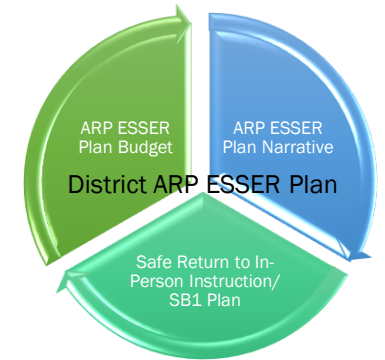
- The District ARP ESSER Plan has three components:
  - Spending Plan/Budget
  - Local Education Agency (LEA) ARP ESSER Plan Narrative
  - Safe Return to In-Person Instruction/SB 1 plan
- KDE needs to perform an annual alignment check to ensure the three components of the ARP ESSER plans continue to align.
- Monitoring has revealed a need for updates in some districts.
- Districts are required to update all three components of the ARP ESSER Plan.
- KDE is moving the collection of two components into GMAP to streamline review, facilitate approval and simplify future updates.
- Ensure the district web links are correct and accessible and easily reported to U.S. Department of Education.





# District ARP ESSER Plan

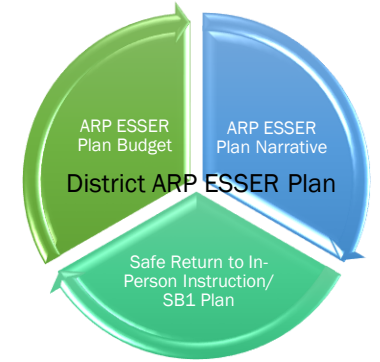
- Districts will update all components and load into GMAP **by Nov. 28.**
- All components of the ARP ESSER Plan will be contained within GMAP:
  - Districts will upload the updated LEA ARP ESSER Plan Narrative and Safe Return to In-Person Instruction/Senate Bill (SB) 1 Plan.
  - Districts will update the ARP ESSER Plan Budget in GMAP.
  - Districts will provide the URLs where the LEA ARP ESSER Plan Narrative and Safe Return to In-Person Instruction/SB 1 Plans are posted on the district website.



**Reminder:** *Districts must post and maintain the ARP ESSER Plan Narrative and the Safe Return to In-Person Instruction/SB 1 Plan in an easily accessible location on their website.*

# KDE Review, Feedback and Approval

- The KDE Title I consultants will review the information to check for alignment among the three components and provide feedback.
- The goal is to help districts remain in compliance (i.e. reasonable, necessary and allocable).
- Title I consultants will begin review of district plans on Nov. 28.
- Review comments and approval will follow normal procedures for other federal programs.
- *A system-generated email will be sent to the ARP ESSER director and district finance officer when KDE status changes in GMAP. Review comments documented in Checklist.*



*Emails generated by GMAP will be sent from [GMAP.NoReply@eGrantsManagement.com](mailto:GMAP.NoReply@eGrantsManagement.com)*

# Questions?

- Questions about GMAP

- Jennifer Baker [kdegmap@education.ky.gov](mailto:kdegmap@education.ky.gov)

- Questions about District ARP ESSER Plans

- David Millanti [david.millanti@education.ky.gov](mailto:david.millanti@education.ky.gov)

# Closing ESSER I Funds

# ESSER I – Key Dates

Action	Date
End of ESSER I Period of Performance ESSER I Funds must be Obligated	September 30, 2022
Submit Final ESSER I Federal Cash Request to Ken Green	November 18, 2022
KDE Completes Processing of ESSER I Federal Cash Requests	December 30, 2022
All ESSER I Funds must be Liquidated	January 23, 2023
<i>Possible Liquidation Extension (14 months maximum)</i>	April 1, 2024



# ESSER I Funds Must Have Been Obligated by Sept. 30, 2022

If the obligation is for -	The obligation is made
a) Acquisition of real or personal property	On the date on which the State or subgrantee makes a binding written commitment to acquire the property.
b) Personal services by an employee of the State or subgrantee	When the services are performed.
c) Personal services by a contractor who is not an employee of the State or subgrantee	On the date on which the State or subgrantee makes a binding written commitment to obtain the services.
d) Performance of work other than personal services.	On the date on which the State or subgrantee makes a binding written commitment to obtain the work.
e) Public utility services	When the State or subgrantee receives the services
f) Travel	When the travel is taken
g) Rental of real or personal property	When the State or subgrantee uses the property
h) A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR part 200, Subpart E - Cost Principles	On the first day of the grant or subgrant performance period

# ESSER Allowable Expenditures

- Is the use of funds intended to **prevent, prepare for or respond to the COVID-19 pandemic**, including its impact on the social, emotional, mental health and academic needs of students?
- Is it **necessary and reasonable** for the performance of the ESSER award and in compliance with Uniform Grant Guidance, 2 CFR 200?
- Does the use of funds fall under one of the **authorized uses** of ESSER funds, including the 20 activities listed in [ESSER FAQ A-3](#), *dated May 26, 2021*?

# USED Communications Re: Liquidation Extension

## Letter dated May 13, 2022, Re: Late Liquidation of ARP ESSER Funds

- Urges districts to act with urgency when using ARP ESSER dollars in schools and classrooms — to meet the immediate needs of students and to address the long-term impact of the pandemic on academic growth and student mental health
- Discourages use of ARP ESSER funds for new construction
- Reminds that overall purpose of the ARP ESSER program is “to prevent, prepare for and respond to” COVID-19
- States liquidation extension requests will be considered closer to the end of the obligation period

# USED Communications Re: Liquidation Extension (Cont.)

[Letter dated Sept. 29, 2022,](#) Re: ESSER I (CARES Act) obligations:

- Liquidation period may be extended for properly obligated funds upon review of a written request made by a grantee (KDE) on its own behalf or on behalf of its subgrantees (districts)
- Liquidation extension request process and template
- CARES Act (ESSER I funds) ONLY

MAY foreshadow the future process for ESSER II and ARP ESSER, but there is no guarantee.

# ESSER I Liquidation Extension Process

- KDE must request the extension on behalf of itself and districts
- If approved by USED, it will extend the LIQUIDATION period by 14 months (beyond the 120-day liquidation period) to April 1, 2024
- KDE must attest to USED that:
  - ✓ The LEA is a low-risk entity
  - ✓ Will conduct oversight of the subgrantees throughout the extension
  - ✓ Expenses to be liquidated are allowable under ESSER I
  - ✓ KDE will maintain documentation to support the expenditures' timely obligation
- Districts will be required to report liquidation information to KDE throughout the liquidation period



# If More Time is Needed

- KDE is the **ONLY** entity that can request an extension of ESSER I liquidation period
- Contact **Thelma Hawkins ASAP** to discuss potential need for a liquidation extension of ESSER I funds
- If you choose to pursue a late liquidation, documentation, risk assessment, obligation certifications, etc., will be required before and during the extension period
- Contact **Ken Greene** if more time is needed to submit the final ESSER I federal cash request

# Reminder: Disposition of ESSER I Funded Items

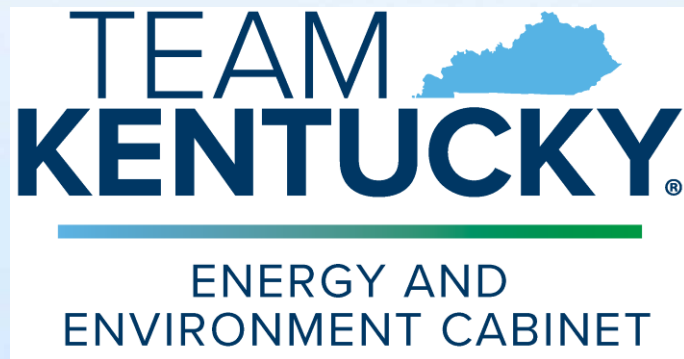
- Real property and equipment acquired or improved with ESSER funds **must be appropriately insured**
- Districts must **consult with KDE** before disposing of items. KDE may have to consult with USED before disposition
- Applies to items provided through **ESSER Equitable Services** as well as **items used by districts**
- Different rules for items valued at **less than \$5,000** and **more than \$5,000**

# Questions about ESSER I Liquidation Extensions

- Thelma Hawkins ([Thelma.Hawkins@education.ky.gov](mailto:Thelma.Hawkins@education.ky.gov))
- Ken Greene ([Ken.Greene@education.ky.gov](mailto:Ken.Greene@education.ky.gov))
- Karen Wirth ([karen.wirth@education.ky.gov](mailto:karen.wirth@education.ky.gov))
- Robin Kinney ([robin.kinney@education.ky.gov](mailto:robin.kinney@education.ky.gov))

# Division of Water

## Reduction of Lead in Drinking Water in Schools and Childcare Facilities Program



*To Protect and Enhance Kentucky's Environment*

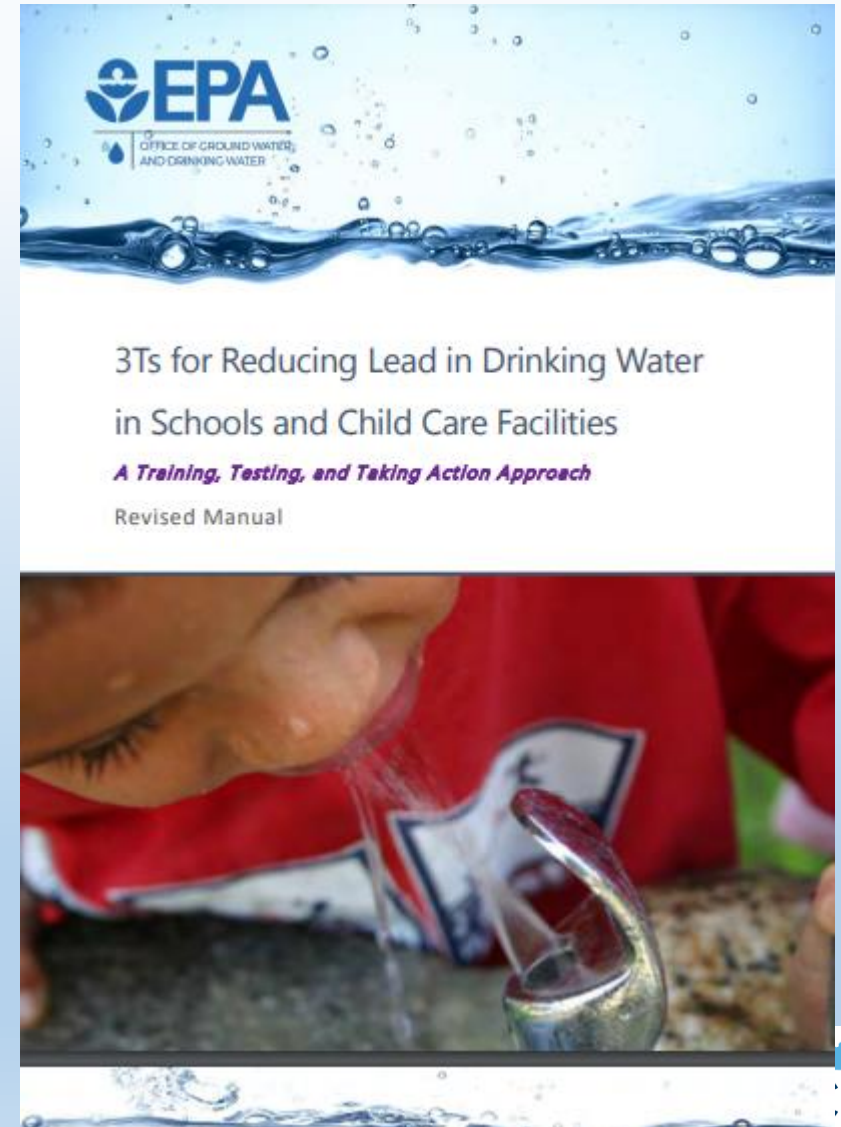
# Items We Will Cover

- What is the WIIN grant program?
- How to sign up?
- Benefits to schools?



# Water Infrastructure Improvements for the National (WIIN) Grant Program

- WIIN Act passed in 2016
- Authorized EPA to award grants to states to assist with voluntary lead sampling in schools and childcare facilities
- Utilizes 3Ts for Reducing Lead in Drinking Water in Schools and Childcare Facilities
  - Developed program by EPA to assist schools and childcare facilities with a focus on:
    - Trainig – Education on sources of lead and health effects of lead
    - Testing – Identify potential problems with lead through sampling
    - Taking Action – Implementing a plan to reduce lead
    - Communications – Establish partnerships and keeping public informed



# Kentucky's WIIN Grant Program

- Division of Water was awarded WIIN grant funds by EPA to coordinate a statewide voluntary lead program for schools and childcare facilities
  - Funds from the WIIN grant can be used for sampling, educational purposes and remediation guidance
  - DOW has partnered with Kentucky Rural Water Association to perform sampling
  - Prioritizes:
    - Disadvantaged, low-income communities
      - Schools or childcare facilities with free or reduced lunch programs for 50% of children
    - Elementary schools and childcare facilities with students age 6 or younger
    - Facilities built prior to 1986
      - SDWA amendments in 1986 prohibited the use of pipe, solder or flux in public water systems that is not "lead free"
    - Utilizes 3Ts for Reducing Lead in Drinking Water in Schools and Childcare Facilities
- **Goals**
    - Provide robust, appropriate educational materials to all stakeholders
    - Provide remediation guidance and assistance to all schools and childcare facilities
    - Provide sound decision-making at schools and daycare facilities based on sampling and analyses
      - Below 15 ppb is the goal for sampling
      - True goal is 0 ppb (or non-detect)
      - Treatment techniques and remediation measures for samples that have values between 0 and 15 ppb and for samples above 15 ppb

# Kentucky's WIIN Grant Program (Cont.)

- Education

- Educational materials are available that provide lead in drinking water information to children, parents, school administrators, daycare facilities and public water systems
- Useful guidance materials to increase participation and interest, and assist in helping facilities make educated decisions
- Alternatives for immediate operational assistance, short-term and long-term remediation will be identified

# Kentucky's WIIN Grant Program (Cont. 2)

- Sampling

- Surveys used to gauge school and daycare facility interest
- Additional meeting between school and DOW will be scheduled
- DOW and KRWA perform testing in schools and childcare facilities
  - Inventory site visit
    - ❖ Identify drinking water outlets to be sampled
  - Sampling site visit
    - ❖ Collect water samples at all drinking water outlets using approved method
    - ❖ Training provided to school, PWS and other interested stakeholders
  - Samples analyzed at Kentucky's Environmental Services Lab
    - ❖ Results made public
- Sampling begins in 2023
  - Participation is voluntary, total number of schools could vary
  - Schools can sign up now
- Schools and childcare facilities may identify and remedy known issues proactively (before sampling occurs) by implementing flushing plans for when they are out of school, replacing any known fixtures, etc.
  - See [EPA's 3Ts](#) for guidance


# How to Sign Up?

- To start, go to the Division of Water's homepage.




## DIVISION OF WATER

[Home](#) / [Environmental Protection](#) / [Water](#)




### Compliance and Inspections

The division performs a number of critical functions to help prevent and address problems with water pollution.




### Permits, Certifications and Approvals

Learn and search about various permits and certifications within the division.




### Submittals and Reporting

Submit data or reports to the Division of Water.




### Community Outreach/Involvement

The division works to improve community understanding and participation in solving water pollution issues through grants, environmental education, informational resource development, and citizen science programs.



### Drinking Water

The division is responsible for ensuring a safe and clean drinking water supply.



### Flooding and Drought

## News

#### Naturally Connected

A blog of the Kentucky Energy and Environment Cabinet

#### Public Notices and Hearings

Learn or search about and comment on proposed permitting actions and regulation changes

#### Herrington Lake Corrective Action Plan

Review documents related to the Herrington Lake Corrective Action Plan.

#### Martin County Water District Workgroup

Division of Water, along with multiple stakeholders, address drinking water issues in the Martin County Water District.


## How do I.....

#### Check for a Water Advisory

Determine the status of the water near your location.

#### Contact a Regional Office

#### CONTACT US



ENERGY AND  
ENVIRONMENT CABINET



# How to Sign Up? (Cont.)

- You can find DOW's Lead Sampling Program under the Drinking Water page on DOW's website.

**DRINKING WATER**  
DIVISION OF WATER

[Home](#) / [Environmental Protection](#) / [Water](#) / [Drinking Water](#)

The Division of Water (DOW) is responsible for regulating public water systems to ensure public health protection. A public water system provides drinking water to at least 15 service connections or 25 or more people for 60 or more days per year. There are 435 public water systems in Kentucky. Approximately 95% of Kentuckians have access to public drinking water.

**Information for Consumers**  
Where can I get information on my tap water? Access basic information and learn about lead in drinking water, "Right-to-Know" provisions, emergency preparedness, and public participation.

**Information for Water Treatment Professionals**  
Find information for Compliance, Technical Assistance, Area Wide Optimization Program (AWOP), and Capacity Development.

**Per- and Polyfluoroalkyl Substances (PFAS)**  
Per- and polyfluoroalkyl substances (PFAS) are a widely used group of chemicals that have been found in the environment and may have harmful health effects. Researchers and state and federal agencies continue to investigate the potential health effects, levels of PFAS in the environment, and management options.

**Private Well Owners**  
Private well owners are responsible for the safety of their water. This website helps educate well owners on water wells, groundwater, and information on protecting their health.

**Source Water Protection**  
Are you interested or concerned about our drinking water? What are the threats to our drinking water? Where does our drinking water come from? What is susceptibility analysis? Find the answers to these questions and more...

**Kentucky's Lead in Drinking Water Reduction Program**  
The Kentucky Division of Water is coordinating a voluntary lead sampling program for schools and childcare facilities. A federal grant from EPA under the 2016 Water Infrastructure Improvements for the Nation Act (WIIA Act) will fund the program.

**Drinking Water Submit**  
**Annual**  
**CDC - D**  
**Compliance Staff**  
**Area Wide map**  
**Drinking**  
**Drinking**  
**Drinking**  
**EPA Drinking**  
**DEP For**  
**Home**

**EPA Safe**  
800-426  
The EPA  
general p  
profession  
informati  
water pro  
Drinking

# How to Sign Up? (Cont.)

[Air](#) [Compliance Assistance](#) [Enforcement](#) [Waste](#) [Water](#) [Online Services](#) [Brownfields](#) [Resources](#)

## VOLUNTARY LEAD TESTING IN SCHOOLS

[Home](#) / [Environmental Protection](#) / [Water](#) / [Drinking Water](#) / Voluntary Lead Testing in Schools

### Kentucky's Lead in Drinking Water Reduction Program

The Kentucky Division of Water is coordinating a voluntary lead sampling program for schools and childcare facilities. A federal grant from EPA under the 2016 Water Infrastructure Improvements for the Nation Act (WIIN Act) will fund the program.

The program will offer schools and childcare facilities free lead testing and give educational and remedial guidance for reducing potential lead exposure in drinking water from those facilities.

#### Why Participate?

Lead is a toxic metal that, even at low exposure levels, could lead to potential adverse health effects. While lead typically isn't found in sources of drinking water, it can enter drinking water from plumbing materials such as lead pipes in distribution systems, fixtures and faucets.

Under the Safe Drinking Water Act, there is no current requirement for schools and childcare facilities to be tested. Revisions to the Safe Drinking Water Act will likely include requirements that require sampling in schools and childcare facilities. The earliest required sampling will likely be in October 2024.

Children of a young age are most vulnerable to the risks posed by lead toxicity. Therefore, EPA has developed guidance criteria for lead sampling in schools and childcare facilities known as the [3Ts for Reducing Lead in Drinking Water in Schools and Child Care Facilities](#).

The 3Ts program is the foundation of Kentucky's program and focuses on the following core principles:

- Training – education on sources of lead and health effects of lead
- Testing – identify potential problems with lead through sampling
- Taking Action – implementing a plan to reduce lead
- Communication – establish partnerships and keeping the public informed

#### Am I eligible?

Any public school or licensed childcare facility in Kentucky that was built prior to 2014 can apply for participation in Kentucky's Lead in Drinking Water Reduction Program. Prioritization for the awards will be based upon the following factors:

- Disadvantaged, low-income communities

[Kentucky's Schools and Childcare Lead Testing Participation Survey](#)

- Signing up opens the door to the sampling process. Additional engagement between the school and DOW will be scheduled prior to any scheduling of a sampling date.



# Participation Survey

Kentucky's Schools and Childcare Lead Testing Participation Survey

\* Required

1. Are you interested in participating in Kentucky's School and Childcare Lead testing program?

☐ Yes

☐ No

2. Has your facility's drinking water been tested for lead before?

☐ Yes

☐ No

☐ Unknown

3. Was your facility built prior to 2014?

☐ Yes

☐ No

☐ Unknown

4. Was your facility built prior to 1987?

10. On a scale of 1 to 5 with 1 being not concerned and 5 being very concerned, how concerned are you regarding lead in your facility's drinking water?

☆

☆

☆

☆

☆

11. Name of Facility \*

Enter your answer

12. Name of county facility is located in \*

Enter your answer

13. Name of Person Contact for Facility \*

Enter your answer

14. Phone Number \*

Enter your answer

15. Email Address

Enter your answer

Submit

TEAM KENTUCKY

ENERGY AND ENVIRONMENT CABINET

# Kentucky's WIIN Grant Program

- Remediation guidance
  - Remediation guidance resources will be made available to any school or childcare facility participating in the program
    - Operational – Flushing guidance, designating drinking water outlets
    - Point of use filters
    - Replacement of fixtures/water coolers
    - PWS source water quality
  - DOW will be providing resources throughout sampling process

## Example:

A water faucet has been sampled and the result identifies lead. It is determined that there is a component in the plumbing that contains lead and therefore the facility wants to install a point of use (POU) filter.



**EPA**  
United States  
Environmental Protection  
Agency

### A Consumer Tool for Identifying Point of Use (POU) Drinking Water Filters Certified to Reduce Lead

**POINT OF USE FILTERS**  
Point of use, or POU, drinking water filters are used to remove impurities from water at the point that it is actually being used. Although there are others, the POU filters covered in this document are those used in filtration systems that are attached directly to water faucets, inserted into refrigerators for water dispensers and ice makers, or inserted into water pitchers and bottles.

**How do I know if a POU filter has been certified to reduce lead?**  
There are several American National Standards Institute (ANSI) accredited third-party certification bodies that evaluate POU drinking water filters for lead reduction. Each has a registered trademark that is used on certified products.

Certification bodies require their mark and a statement indicating testing against NSF/ANSI Standard 53 along with a claim of lead reduction. We recommend that you also look for filters tested against NSF/ANSI Standard 42 for particulate reduction (Class I).

The table below provides the certification bodies' approved marks and the text that indicates a filter has been certified for lead reduction capabilities. Some filters can be certified by more than one certification body and have multiple certification marks.

Certification Mark(s)	
  	 
Product Listing Directory: <a href="https://www.nsf.org/Certified/42P10">https://www.nsf.org/Certified/42P10</a>	Product Listing Directory: <a href="https://www.wqa.com/Products/">https://www.wqa.com/Products/</a>
  	
Product Listing Directory: <a href="https://www.afnor.org/">https://www.afnor.org/</a>	Product Listing Directory: <a href="https://www.ul.com/">https://www.ul.com/</a>
 	
Product Listing Directory: <a href="https://www.sp-us.com/">https://www.sp-us.com/</a>	Product Listing Directory: <a href="https://www.sp-us.com/">https://www.sp-us.com/</a>

**Text for NSF/ANSI Standards 42 & 53 next to certification marks:**

- Example text on packaging: Tested and Certified by (name of certification body) against NSF/ANSI Standards 42 and 53 for the claims specified on the Performance Data Sheet.
- Some companies may indicate lead removal in the text, or might simply state NSF/ANSI 53 or NSF/ANSI 42 above or below the mark.

**Is certification required for POU drinking water filters?**  
There is no mandatory federal requirement for the use of POU drinking water filters or for testing or third-party certification under the Safe Drinking Water Act. However, consumers can increase their level of confidence by purchasing filters that have been tested by an accredited third-party certification body or bodies for lead reduction and particulate reduction (Class I) capabilities against both NSF/ANSI Standards 42 and 53.

\*Although particulate reduction (Class I) is for aesthetic effects, it is being suggested since some particulates can contain lead.

Disclaimer: This document is for informational purposes only. Any mention of trade names or commercial products does not constitute EPA endorsement or recommendation for use.

EPA/600/P-18/335 | December 2018

# How does the WIIN Grant Program Benefit a School?

- Lead and Copper Rules Revisions

- 141.92 Monitoring for lead in schools and childcare facilities.
  - All community water systems must conduct directed public education and lead monitoring at the schools and childcare facilities they serve if those schools or childcare facilities were constructed prior to Jan. 1, 2014, or the date the state adopted standards that meet the definition of lead free in accordance with Section 1417 of the Safe Drinking Water Act, as amended by the Reduction of Lead in Drinking Water Act, whichever is earlier.
  - By the compliance date Oct. 16, 2024, each water system must compile a list of schools and childcare facilities served by the system.
  - Five samples per school and two samples per childcare facility at outlets typically used for consumption shall be collected.

# How does the WIIN Grant Program Benefit a School? (Cont.)

- Benefits to the School
  - 2023 and 2024 lead sampling is handled by the WIIN grant program
  - Comprehensive sampling of drinking water outlets in schools
    - Same sampling method
      - 250 ml bottle
      - First draw
      - 8-18 hour stagnation
  - Early education provided to schools by DOW and KRWA
    - Also can work with PWS
  - Mitigation guidance from DOW/KRWA throughout process
    - Potential funds available for mitigation

# Kentucky WIIN Grant Program

- Recap:
  - No safe level of lead
  - Program focuses on education, remediation guidance, implementation based on sampling
    - Educational materials and remediation guidance prepared prior to sampling
    - Messaging and remediation techniques dependent upon sample results
  - Identify potential problem drinking water outlets in schools and daycare facilities
  - Provide educational opportunities for children, parents, schools, daycares and the community as whole
  - Preparation for Revised Lead and Copper Rule (LCRR)
    - Water systems potentially begin conducting testing in schools/childcare facilities in 2024, pre-emptive action is good
  - \$15 billion over five years for lead pipe replacement projects identified in Infrastructure Investment and Jobs Act of 2021

# Questions?

Gabriel P. Tanner  
Environmental Scientist V  
Drinking Water Technical Assistance  
Division of Water  
300 Sower Blvd., Frankfort, KY  
(502) 782-7088  
[Gabriel.tanner@ky.gov](mailto:Gabriel.tanner@ky.gov)



# Purpose in Action

Gretta Hylton, KDE Associate Commissioner

and

Lynn Petrey, Lead Presenter

Danny Adkins, Woodford Superintendent

Tracey Francis, Woodford Director of Special Education

Diane Hatchett, Berea Superintendent

Jennifer Whitt, Berea Director of Special Education

Tom Cook, Community Lead Consultant

Amanda Balser, Eastern Kentucky University OT Department Professor

Heather Jenkins, Parker Hannifin Representative

Jess Estridge, Berea Makerspace Representative

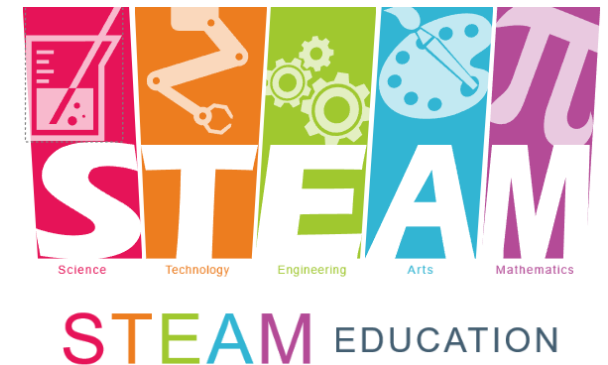
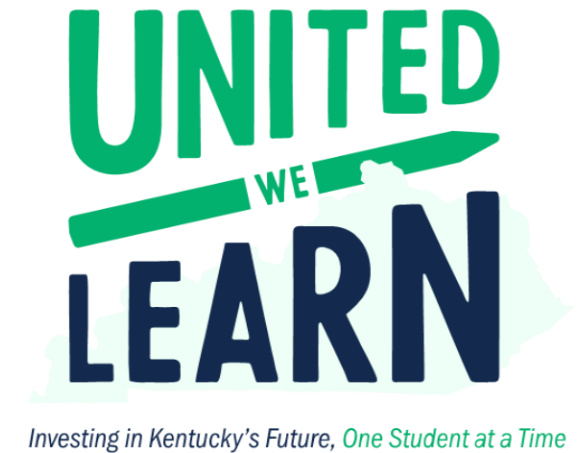


Kentucky Department of  
**E D U C A T I O N**





# Partnerships, Postsecondary Transition and Positive Outcomes



# Purpose

The purpose of the program is to promote visibility of individuals with disabilities among their classmates, in their community and with local businesses.



# Action

Creating a program  
that encourages  
business,  
education and the  
community to  
provide real  
solutions for people  
with disabilities in  
the work force



# Who does it benefit?

## **Students and Adults with Disabilities**

This program will allow individuals with disabilities greater access to work certification and employment opportunities in their local communities

## **Current and Future Employees**

Like an automatic door that you press a button to open, simplifying a process for disabilities will make work easier for everyone.



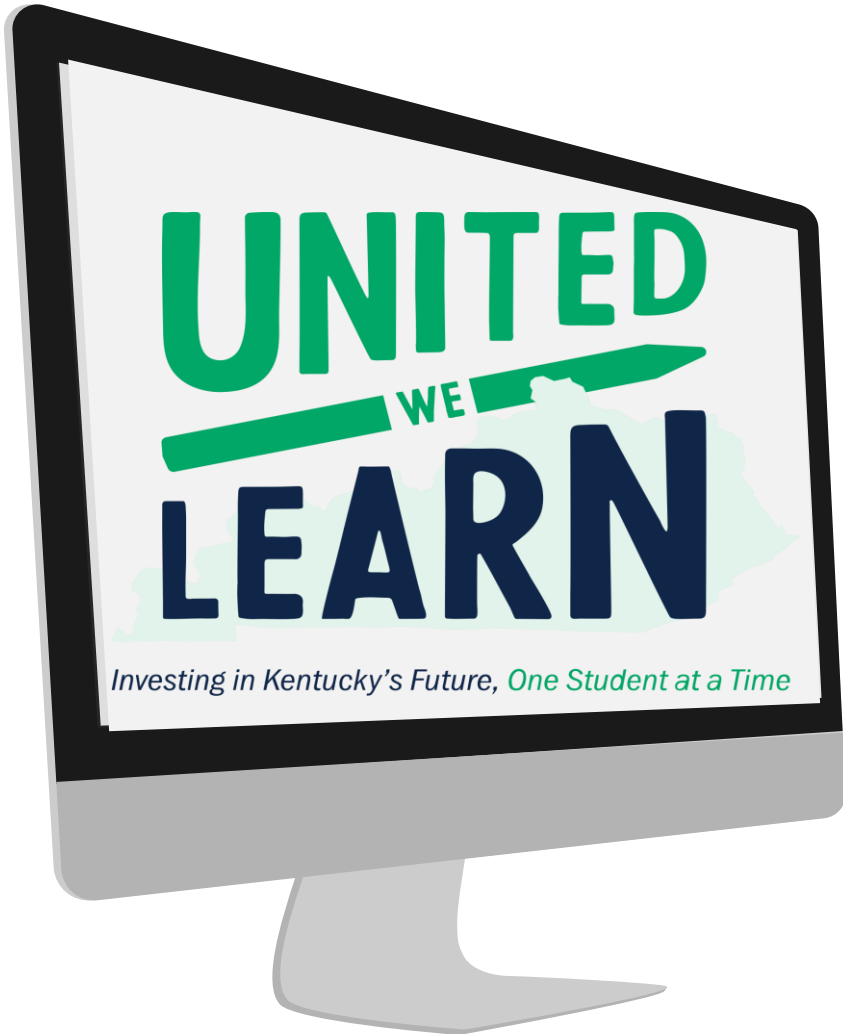
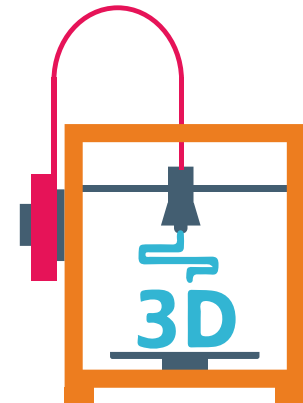
# Partners

The Kentucky Department of Education has partnered with two organizations to make this program possible. This year's organizations are:



BEREA  
MAKERSPACE

This year's program is being hosted by Parker Hannifin, with additional community manufacturing support provided by the Berea Makerspace for more sophisticated projects developed by the Purpose in Action (PIA) teams.



# Other Networking Partners



# Parker At-A-Glance

The Global Leader in Motion and Control Technologies (NYSE:PH)

Fortune 250



3,000+  
Product lines



\$15.86 Billion  
In global revenue



460,000+  
Customers worldwide



55,000+  
Team members worldwide





# GLASS MAKING

# BEREΔ MAKERSPACE

## TRADITIONAL SKILLS

## 3D PRINTING

# BUSINESS

# METAL FABRICATION

# COMPUTER PROGRAMMING

# MUSIC

# ELECTRONICS

# WOODWORKING

## ARTISTS ✕

# WELDING

# ENGINEERING

## 3D DESIGN

# LASER

**CNC**







# Woodford County High School







Berea Community High School

# UNITED WE LEARN



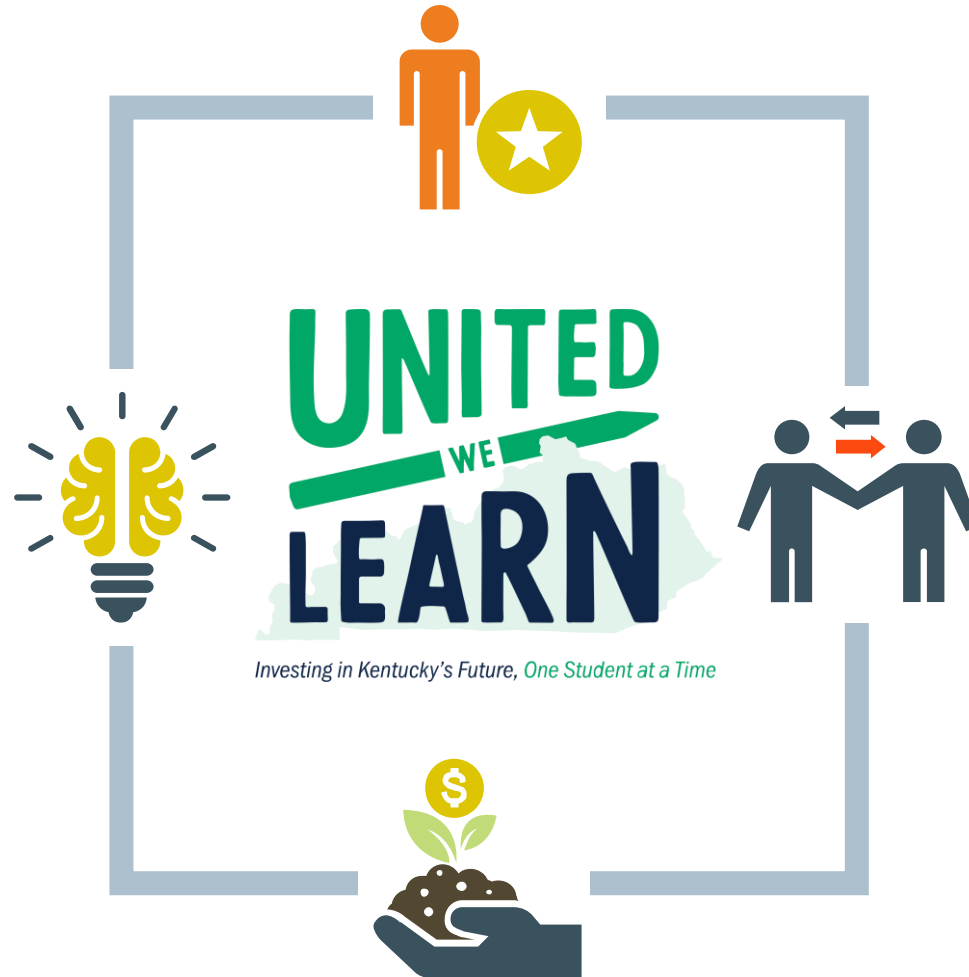
## Vibrant Experiences

The program develops a whole school approach creating visibility for students with disabilities while incorporating ALL students for positive post-school preparation.



## Innovative Ideas/Strategies

All students will be utilizing STEAM principles, Universal Design, proven business practices and focusing specifically on accessibility and inclusion.



## Community Involvement

Community driven project that enhances students' skills and training, networking opportunities, and disability advocacy that directly prepare them for future endeavors.



## Investment

Through OSEEL's American Rescue Plan funding, this challenge is designed to address the impact of the COVID-19 pandemic on postsecondary transition for students with disabilities.



# KENTUCKY TEACHER

a publication of the Kentucky Department of Education

News Features KY Board Leadership Student Support Subjects Bulletin Board

## Kentucky school districts, Fortune 250 employer celebrate National Disability Employment Awareness Month



A group of students from Berea Independent listen as Crystal Moberly, an employee at Parker Hannifin Inc., shows them the types of O-rings produced in the factory. Berea and Woodford County are the first two districts participating in the inaugural Purpose in Action Design Challenge, which is a partnership

The project provides newsletters that are shared internally and externally with our partner organizations. Recognition of the project via community social media, internal company distribution and education channels have allowed us to reach a large audience and bolster organizations interested in providing support to the program.

Subscribe to News and Alerts

@KYDeptOfEd

November is #FamilyLiteracyMonth! @KYCommishGlass encourages Kentuckians to participate in the effort to help our... [twitter.com/i/web/status/1...](https://twitter.com/i/web/status/1...) 4 hours ago

"Schools provide [meals] because it's hard to learn on an empty stomach. We provide health services because children... [twitter.com/i/web/status/1...](https://twitter.com/i/web/status/1...) 1 day ago



This October, Parker Hannifin kicked off the inaugural Purpose in Action Challenge by inviting participating schools to tour the Lexington OES manufacturing facility and learn about the products and processes. The students, with the help of partnering organizations, will design and create a manufacturing prototype work cell that will allow individuals with a range of disabilities the opportunity for a career at Parker. Next spring, the designs will be judged and the winning school will earn a monetary award to purchase new technology that will benefit all students. The designs will then be reviewed by Parker for production and each participating school will receive a disability ready manufacturing work cell for training and work accreditation for all students in their district.



Glynis Walker explains the sorting and inspection process to students. This area will be the focus of the challenge to create a work cell designed for individuals with disabilities to operate

A revolutionary approach to better accommodate the broad range of needs individuals with disabilities have in order to succeed in the workplace. This program allows business, education, and the community to provide real solutions by utilizing the creativity of local students with support from institutions across the state to create work ready solutions.

UNITED WE LEARN

Parker Hannifin strives to create a workforce made up of the most talented individuals from our local communities. We are excited to partner with OSEEL, Berea Makerspace, and EKV to create this opportunity for our next generation to help build the future of work in manufacturing that is inclusive for everyone.

Doug Vanlue, General Manager, Parker Hannifin OES

PURPOSE IN ACTION  
A partnership of Business, Education & Community to create career opportunities for all Kentuckians

Eastern Kentucky University Occupational Science and Occupational Therapy Department is committed to empowering the lives of individuals, groups, and communities through participation in meaningful and desired occupation.



Christina Thielman shows students parts from the molding process during her demonstration



# What is the



# challenge?

Design and  
create a  
prototype work  
cell for individuals  
with disabilities



# How It Works

The program is broken down into steps so that students learn skills in each module to apply to the project. Each module consists of a:



## Lesson

A presentation of the information

## Discussion

Questions and Answers



## Activity

Application of the lesson





# PURPOSE IN ACTION

A partnership of Business, Education & Community to  
create career opportunities for all Kentuckians

1



The Accessible  
Design  
Challenge

2



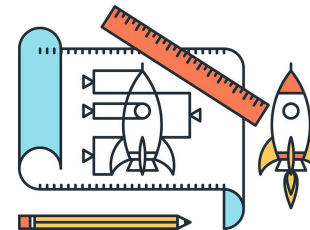
Disabilities

3



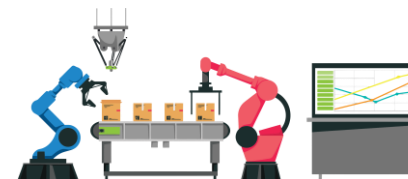
Problem Solving

4



Prototyping

5

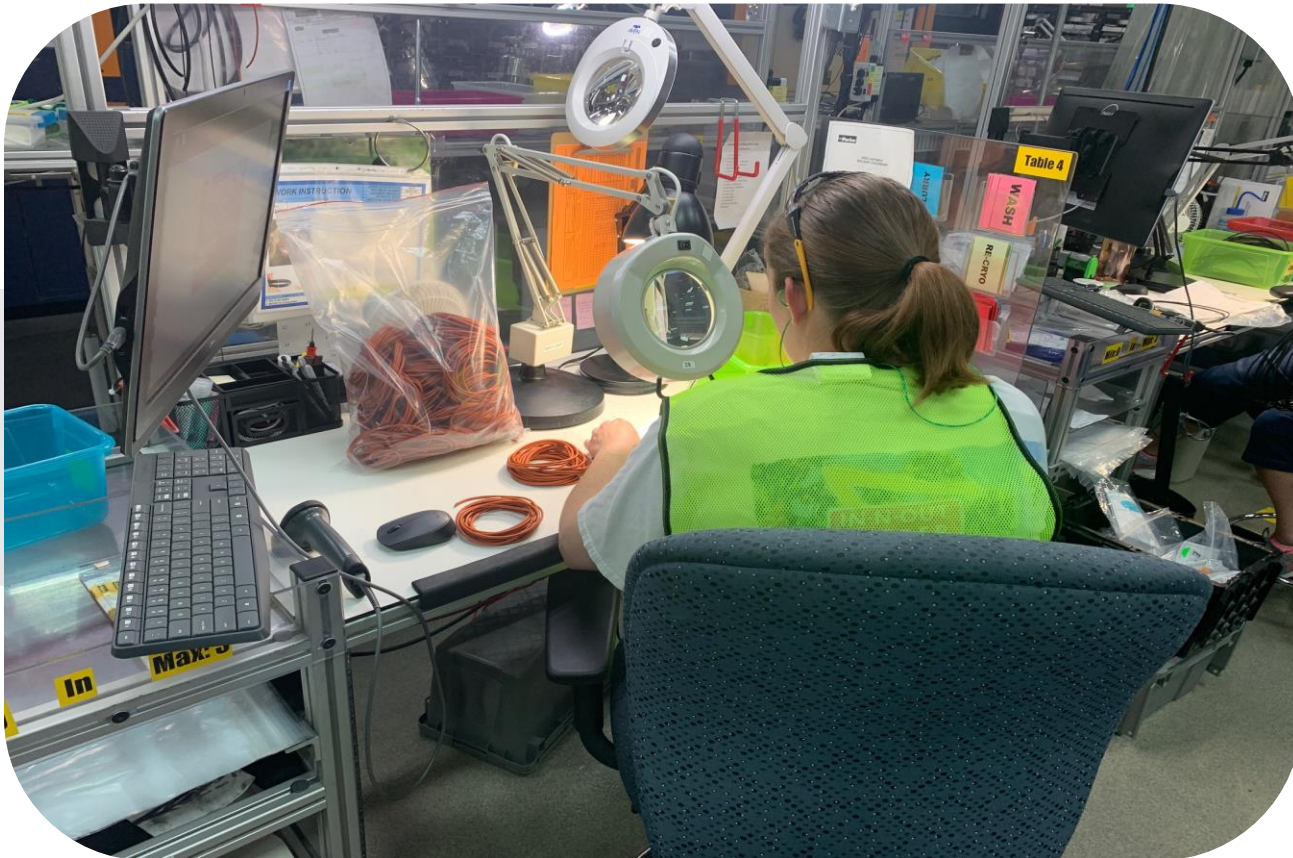


Final Design &  
Presentation



# Sorting Work Cell

Sorting is a currently a manual process step completed by an operator. Quality and speed of the step is based on operator skill and training.



O-rings are visually inspected by an operator for defects, counted and bagged to be sent for final inspection

A wide array of defects can be present in the O-rings, including size, extra or missing material and other defects.

The current process steps need to be simplified and semi automated for disability accommodation



1

The types of recognized disabilities

2

Common challenges for individuals with a disability

3

Unseen challenges for individuals with a disability

4

How can we design to create a more inclusive world?

D



**DEFINE**

M



**MEASURE**

A



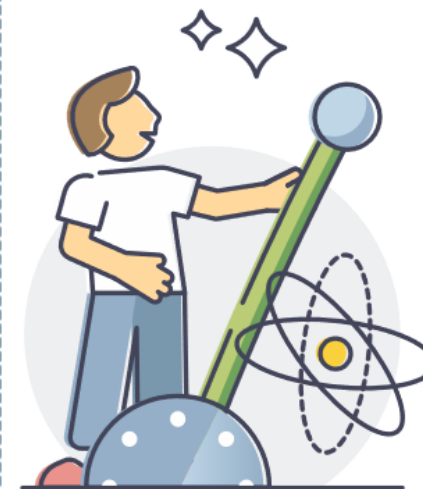
**ANALYZE**

I

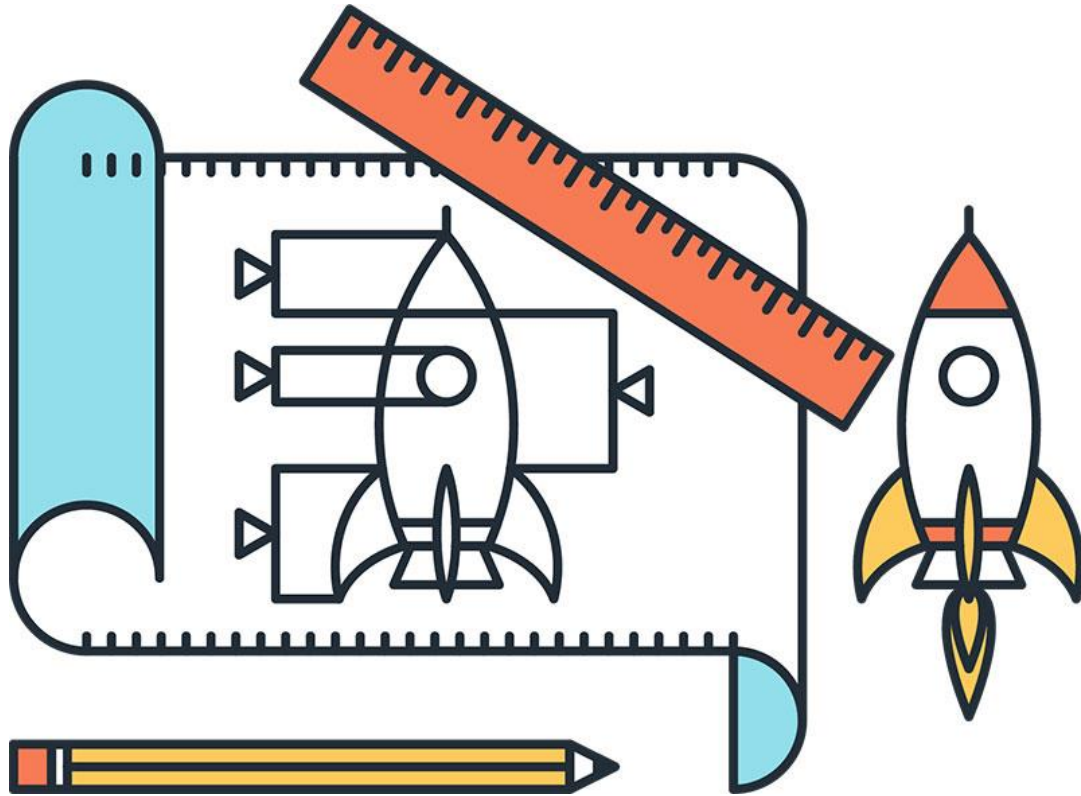


**IMPROVE**

C



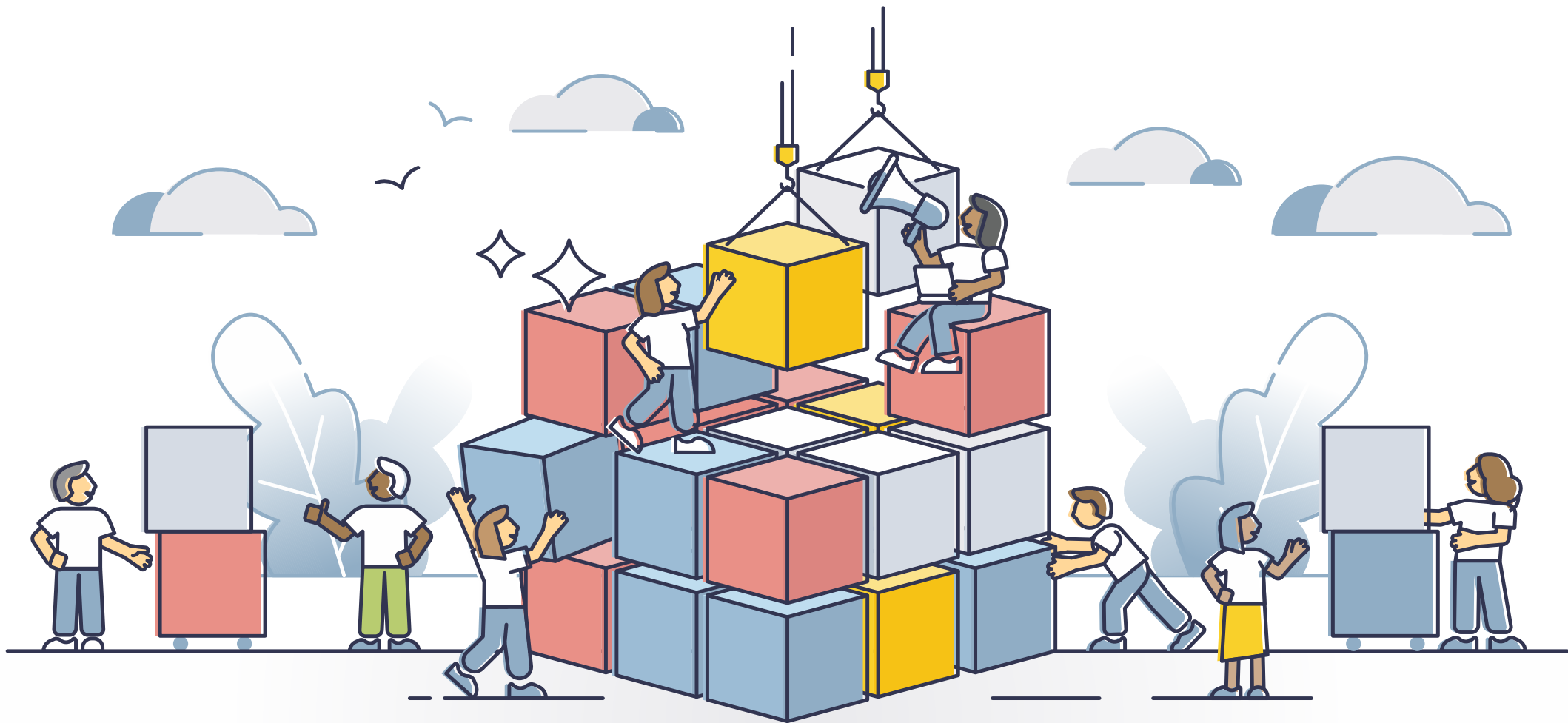
**CONTROL**



Using the ideas created  
from the DMAIC  
Process we will start  
creating and testing  
prototypes from the  
participating PIA teams

# PROTOTYPING





*FINAL DESIGN*





# Project Timeline



## September- October

- Program Kickoff in Schools
- Program Partner Introduction
- Parker and Berea Makerspace tours
- Project Challenge Introduction



## January-March

- Prototyping Continues
- Testing of Prototypes
- Changes to prototypes
- Create final design



## June-After

- Designs moved to Parker
- Parker Engineering starts design
- Work cell tested in production
- Work cells delivered to schools



## November-December

- Disability Module
- DMAIC Module
- Parker Tollgate Presentation
- Begin Prototyping



## April-May

- Finish Final Design
- Present Final Design To Parker and KDE
- Judging and selection of winner
- Winning school is announced, and awards are presented



The background of the slide is a collage of two images. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom-right portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small tables and chairs arranged in the room.

# Activity With Superintendents

Robb Smith

Director of Deeper Learning

Kentucky Association of Educational Cooperatives



Kentucky Department of  
**E D U C A T I O N**

The background of the slide is a collage. The top left shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small desks and chairs in the classroom.

# Question and Answer Session

*(Submit Questions via Google Form)*

**KDE Leadership**



The background of the slide is a collage of two images. The top-left portion shows a line of yellow school buses, with the front of one bus clearly visible, displaying 'SCHOOL BUS' and the number '32'. The bottom-right portion shows a classroom interior with blue walls, decorated with colorful balloons and framed pictures. Several small, square tables and chairs are arranged in the room.

# Next Superintendents Webcast

Dec. 13, 2022



Kentucky Department of  
**EDUCATION**